



The Sustainability Plan





Photo Credit: Blue Water Baltimore



Community

Neighbors

Environmental Literacy

Healthy School Environments

Waste and Recycling

Urban Agriculture



community: *Neighbors*

A city of engaged, connected residents who are seen, heard, and valued, driving the change they want to see.



THE BIG PICTURE

More connects us than separates us, as human beings. Our common connections are the bonds of friendship and a sense of belonging that nourishes us. However, when we focus on our differences and protect ourselves from discomfort and conflict, either by choosing sides or remaining silent, we are left disconnected and afraid. Our connections are being tested and are often forgotten. Recognizing this requires tremendous courage.

In order to strengthen our bonds with neighbors and our community, we must reclaim our connections and move toward a belief in our common humanity. When we do so in an inclusive and equitable way, we can be unstoppable and build something that endures. With community at the center, meaningful and genuine engagement can be the engine that produces and drives change.

It is up to each one of us to seize the opportunity to more fully realize the promise of the civil and human rights movements—to bring our city together and create strong, stable neighborhoods and a sustainable, inclusive and equitable city where we all thrive.



IN BALTIMORE

People in Baltimore value their neighbors and want to work together to improve their neighborhoods.

Our resident survey asked 1,200 respondents what they like most about their neighborhoods. Across all demographics, the one answer most consistently given was “neighbors.” Throughout all parts of the city, people are finding camaraderie and forming their own “villages” of neighbors who become friends through block parties, walking groups, cookouts, or community gardens. Some neighbors band together to do restorative projects, such as cleanups and community murals. Others show up at health fairs, join community or planning meetings, or gather as part of faith-based organizations. Activities that foster cross-cultural conversation and togetherness help strengthen the bonds neighbors share, and can provide opportunities for empathy and an increased understanding of each other.

As the city evolves, giving people a voice—and a place to have that voice heard—is a necessary step toward becoming an equitable and inclusive city.

FAST FACT:

When asked what they like most about their neighborhood, 33% of male respondents and 37% of female respondents said “my neighbors.” In Sandtown-Winchester, which represented the largest share of survey respondents, 48% answered “my neighbors.”



STRATEGIES & ACTION

1. Support the promotion of stronger connections between and among neighborhoods.

Action 1:

Build capacity and create opportunities for conversations around racial equity to breakdown biases and increase understanding, assisted by experts in cultural competency, diversity, and equity.

Action 2:

Engage, promote, and support voices who may not traditionally be heard: youth, seniors, non-English speakers, and returning citizens, among others.

Action 3:

Develop avenues for incorporating resident knowledge and voices into decision-making processes with government, nonprofits, businesses, and more. Shared language and visions for change increase participation and build connections.

Action 4:

Promote resident and neighborhood successes using media to regularly share stories in and between neighborhoods. Highlight and promote the work of residents engaged in positively shaping the lives of neighbors, with a focus on elevating those voices that have been historically underserved. Continue the “Every Story Counts” campaign.

2. Increase public participation in collective community activities.

Action 1:

Support resident dialogue and social capital building in neighborhoods by using outreach such as social media campaigns and other community-based, phone-friendly tools to share knowledge and information. Distribute electronic and paper program guides widely, and translate program marketing materials for non-English speakers. Include free wi-fi where possible.

Action 2:

Expand and elevate the network of low- and no-cost programming in neighborhoods, including supporting resident-led skill-sharing, adult education, and youth programming.

Action 3:

Establish measures for city government’s equitable community engagement with residents.

Action 4:

Create educational campaigns for local elections to increase voter participation, particularly in neighborhoods with traditionally low turnout.



Photo Credit: Auchentoroly Terrace and Friends of Druid Hill Park
<https://auchentorolyterrace.org/amenities/>



STRATEGIES & ACTION

3. Increase the number and use of safe, well-maintained indoor and outdoor public gathering places.

Action 1:

Use community-driven processes and develop tools to envision, create, and activate safe, accessible community gathering spaces to connect residents with one another and with neighborhood groups; ensure the preferences of families, older adults, youth, and differently-abled adults are addressed.

Action 2:

Support resident-generated ideas for neighborhood events, including active and passive recreation, movie nights, community cleanups, cookouts, and more.

Action 3:

Create an annual permit-free day for neighbors to connect by hosting cookouts and events in public spaces. Seek sponsorships to support these community-led events.

Action 4:

Engage youth and designate spaces for youth to gather based on their interests during out-of-school time, including before and after school as well as scheduled breaks (such as school-based recreation programming during non-school hours).



Photo Credit: University of Maryland, Education News - Students cast their ballot as first time voters.

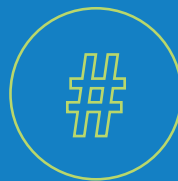
“Create more opportunities for neighbors to interact. We only talk - aka complain - on [online neighborhood forums].”

- Waltherson resident when asked for her ideas about how the City and organizations can work together to boost neighborhoods.

how we'll measure success:



Satisfaction with actions and strategies, measured by qualitative resident survey



Number and distribution of school-based recreation programs available during non-school hours



Percent of population (over the age of 18) who are registered to vote



Photo Credit: Mark L. Dennis and J. L. Baker - 17th Annual Pigtown Festival



Photo Credit: Nate Larson - Jubilee Teams

**KEEP IT
NEAT**
FROM STOOP TO STREET.



TAKE 10 WITH FRIENDS.

Taking just 10 minutes to clean 10 feet in front of your house makes a huge difference. Together, we make a trash-free Baltimore.

posters feature southwest neighborhood residents keeping their neighborhoods clean!



Poster & content property of Full Circuit Studio/Baltimore Trash Talk/Bridget Parlato.





community: *Environmental Literacy*

All school communities prepare students to make informed decisions about the environment, to participate in civic action for the well-being of nature, and to understand humans' place in the world.



THE BIG PICTURE

Understanding and appreciating nature, and our place in it, is the basis of environmental literacy. Research shows that when environmental education is well integrated into schools, it improves academic achievement—elevating students' gains in math, science, history, and literacy. For many students, exposure to environmental education can also result in increased enthusiasm for learning, as well as an increase in overall well-being. Gaining an awareness and understanding of nature in the city, along with spending time in green spaces, is associated with lower stress, better focus, and a greater capacity for emotional regulation. By making connections between students' daily activities and the natural environment—whether it's tending a garden on school grounds or engaging residents in protecting the environment from toxic exposures such as air and water pollution, schools can empower students and staff to be environmental leaders and create positive change far beyond the classroom.



Being part of a Green Team gave me the opportunity to open up to my community. It made it easier for me and also gave great challenges. I love the Green Team and am sad it's my last year.



- Eighth Grader at Midtown Academy



IN BALTIMORE

Student leadership through environmentalism can propel Baltimore forward.

To date, partnerships have been key to increasing environmental literacy among Baltimore students. Baltimore City Public Schools currently has a part-time, grant-funded sustainability coordinator, as well as a "Green Schools Network" of partners. It has adopted a Sustainability Policy and an associated Sustainability Plan,¹ and teachers are trained on educating students for environmental literacy in accordance with the Maryland Environmental Literacy Standards.

Further, youth environmental leadership is changing our city. For example, students in the Office of Sustainability's Youth Environmental Internship program worked for two years to phase out expanded polystyrene (aka Styrofoam) from school lunchrooms.

The Baltimore City Council later resolved to do the same for all food retail establishments in the city—citing advocacy by students as a major influence. Out of 177 city schools and programs, 70 percent have formed student "Green Teams" and have received grants for student-led environmental projects from

1. <https://www.baltimorecityschools.org/Page/29999>

FAST FACT:

19% of Baltimore City Public Schools are certified as “Maryland Green Schools,” and more than 70% have won grants for student-led environmental projects.

the Baltimore Schools Energy Challenge and/or the Green, Healthy, Smart Challenge since 2010. In Curtis Bay, students engaged with Free Your Voice, a student organization dedicated to community rights and social justice, to successfully defeat a planned trash incinerator in their neighborhood, where air quality is a major concern.

Increasing environmental literacy is improving education outcomes in Maryland. Currently, 19 percent of Baltimore City public schools are certified as “Maryland Green Schools,” through a rigorous program run by the Maryland Association for Environmental and Outdoor Education. Across the state, schools have achieved higher test scores after achieving this green certification. Investing in environmental literacy programs can be one tool to set students up for success and help close achievement gaps between black and white students, as well as differences in the City’s public and private school performance. Environmental literacy can support future generations of communities who are hardest hit by climate change and environmental injustice to be better equipped to engage in environmental policy and careers.

into the curriculum. Additionally, connect teachers to partners for on- and off-site support, as well as to each other for peer mentoring and networking.

Action 2:

Incorporate meaningful outdoor learning experiences into science classes at every grade level by developing and instituting aligned curricula. In addition, outdoor learning at every school should go beyond science to include other disciplines such as language and art.

Action 3:

Foster sustainability-minded school leaders, because these are the common denominator amongst schools that successfully prioritize environmental literacy. Invested school leaders can motivate and support teachers who pursue sustainability education and practices. To this end, increase awareness of the benefits of environmental literacy among school leaders, as well as teachers, staff, and parents. Co-create and share sustainability goals, practices, and opportunities, and integrate sustainability concepts into on-boarding for staff. Additionally, seek and support funding for these initiatives, including financial incentives for teachers who go above and beyond in this field.



STRATEGIES & ACTION

1. Engage school leadership in sustainability and environmental justice education and practices, and provide teachers with resources and professional development.

Action 1:

Expand and provide professional development in environmental literacy including environmental justice to increase the number of teachers who integrate it

2. Support students as environmental leaders and entrepreneurs, connecting green projects with economic sustainability.

Action 1:

Support student-led environmental projects by providing grants, training opportunities, mentoring, and other resources, targeting schools and communities with less resources and greater need.

Further support youth in developing advocacy, leadership, and entrepreneurship skills; connect youth to decision makers by offering programmatic opportunities to interact with elected officials and senior city staff; and involve youth in oversight and implementation of the City Schools Sustainability Policy and Plan.

Action 2:

Pursue youth-based economic sustainability programs by promoting opportunities for paid internships, service learning, summer jobs, industry certifications, and fellowships—encouraging high school students to gain work experience. These opportunities should include student learning opportunities in building design, construction, and operations. Expand technical skills programs related to green industries, and teach financial literacy.

3. Build and sustain meaningful family and community engagement in schools.

Action 1:

Make environmental literacy meaningful for families and communities, as their engagement is a critical link for student success. Strengthen school climate and structures to support family and community engagement on environmental issues, including by involving families and communities in school decision-making, as well as by developing opportunities for parent learning and involvement in sustainability issues.

Action 2:

Expand and sustain meaningful partnerships to provide culturally responsive resources, services, after-school programs, field trips, and advocacy for families, students, teachers, and schools.

Action 3:

Increase the number of Baltimore City Public Schools that are green certified by promoting certification; recognized programs include the Maryland Association of Environmental and Outdoor Education's Maryland Green Schools Program, the National Wildlife Federation's Eco-Schools Program, and the U.S. Department of Education's Green Ribbon Schools Program. Support staff that are working towards certification by providing more funding for hands-on environmental projects, and make coverage available for regular duties when staff are working on completing the certification application.

how we'll measure success:



Number of teachers and distribution of schools participating in professional development activities related to sustainability



Number of students and distribution of schools engaging in paid opportunities in the sustainability field through the City Schools and the Green Schools Network partners, with a goal of 1,000 students employed per year by 2025



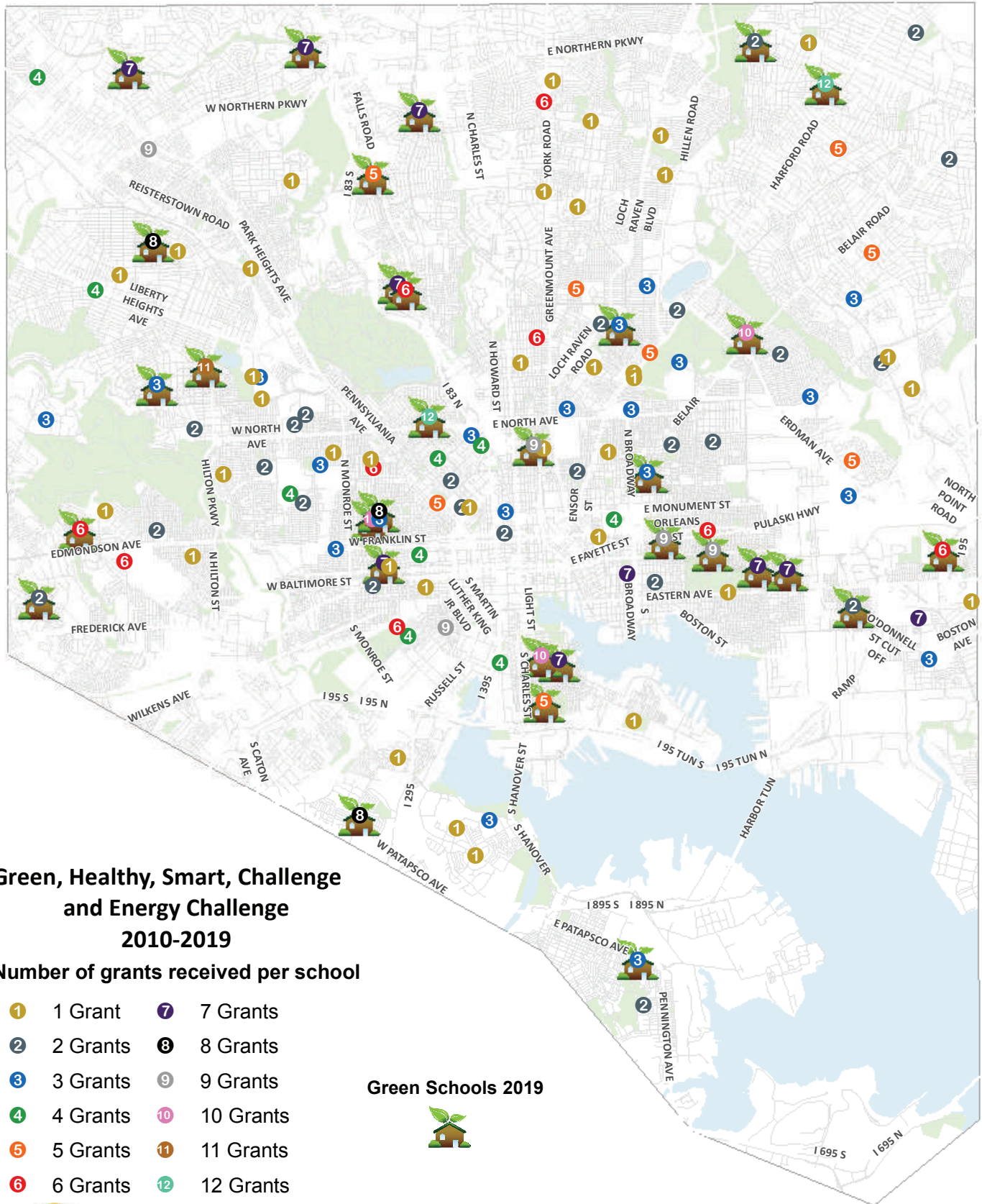
Number and distribution of schools that are certified (or recertified) as green every year, with a goal of 33 percent by 2025



Photo Credit: Great Kids Farm



Photo Credit: Great Kids Farm



Catherine E. Pugh
Mayor





Photo Credit: Mike Nguyen of The Office of Sustainability's mascot Turtule at Greenscape with students.



Students participating in a rally to ban polystyrene.



community: *Healthy School Environments*

Provide a healthy, safe learning atmosphere for every Baltimore City student.



THE BIG PICTURE

From the air students breathe to the food they eat, a healthy school environment supports student wellness, which promotes academic achievement and lifelong success. Aside from the home, school is the place where children spend most of their time. Schools where conditions support well-being are places where students—especially those with the greatest mental, physical, or emotional needs—can learn and flourish. Schools are also a big part of any city, and so their energy consumption, recycling, and other practices can make a large impact on a city's overall sustainability.



“Invest more in the communities and the people by improving schools and [providing] training in green jobs for people who have been left behind.”

- Youth resident of Highlandtown



IN BALTIMORE

By making schools more “green” with high air-quality standards, low energy consumption, and other sustainable practices, we can position students for success.

The Baltimore City Public Schools (City Schools) has many environmental challenges. City Schools is actively working to minimize the environmental impact of its buildings, many of which are old, while engaging students and staff in more health-promoting experiences. The City Schools 2018 Sustainability Plan¹ calls for a variety of strategies for healthier school environments, such as implementing green cleaning practices. Because Baltimore is a hotspot for asthma, steps like this can help ensure that our schools help (rather than harm) students. This plan will be implemented across all schools over the next three years.

Each year, City Schools serves millions of breakfast and lunch meals, providing better nutrition to students so they are ready to learn and engage. The City Schools Office of Food & Nutrition has been taste-testing new vegetable options with students, and also recently rolled out new compostable trays. Further, the 21st Century School Buildings Program is creating modernized, efficient, and inspiring facilities that meet LEED Silver certification and serve as community hubs. In the program's first phase, twenty-eight schools are being redesigned, rebuilt, or reconstructed, with future phases dependent on funding.

FAST FACT:

Last year, Baltimore City Public Schools served more than 5 million breakfast meals to 34 percent of enrolled students and more than 10.5 million lunches to 71 percent of enrolled students.



STRATEGIES & ACTION

1. Create a healthy physical environments in every school.

Action 1:

Improve indoor air quality in all schools by eliminating pesticide usage, increasing use of approved green cleaning products.

Action 2:

Provide clean, local potable water via water fountains in all schools.

Action 3:

Ensure acceptable temperatures, light, and acoustics in all schools.

2. Provide a welcoming environment for students, faculty, and families, and increase access to nutritious foods.

Action 1:

Fund a Community School Coordinator in every school and maintain an active School Wellness Team to improve school climate and address family and community needs. Involve families and community members in school decisions, and develop opportunities for parent learning.

Action 2:

Maintain clean and attractive buildings and grounds, including adding more student-designed art and murals, landscaping with native plants, and increasing social and emotional development activities.

Action 3:

Increase student consumption of nutritious food by prioritizing fresh and regionally-sourced products in cafeterias, implementing Farms to Schools strategies that support the local agricultural economy, and support schoolyard gardens and relationships between schools and farms.

3. Increase physical activity, outdoor play, and outdoor learning experiences.

Action 1:

Adapt school grounds into inviting outdoor areas by increasing age-appropriate nature- based play spaces and schoolyard gardens, training teachers to integrate outdoor spaces into student learning and engagement, and hosting trainings on the care of spaces.

Action 2:

Make schoolyards and indoor and outdoor spaces available for public use during non-school hours.

Action 3:

Promote physical activities, both indoors and outdoors, and promote visits to local parks, trails, farms, and gardens. Support students in walking or biking to school, implementing programs like the "walking school bus" and holding events like "Bike to School Day."

4. Conserve resources.

Action 1:

Reduce waste and increase recycling through right-size food ordering, maximizing food recovery, and composting food waste and compostable trays. Recycle at all schools, and increase electronics, light bulb, and construction waste recycling. Minimize paper waste by replacing print and mail notifications with electronic communication systems (like email or text message).

Action 2:

Green the school system's fleet of vehicles. Ensure all vehicles meet emission and fuel efficiency standards, minimize vehicle and bus idling, and explore alternative fuel sources with the goal of moving toward zero emissions.

Action 3:

Follow green design and construction practices in large renovations and new construction—as required by the City's International Green Construction Code. In facility upgrades, include life-cycle cost analysis, such as energy efficiency and sustainability practices. Promote net-zero energy buildings.



Photo Credit: Fort Worthington ES/MS; Grimm + Parker Architects

how we'll measure success:



Number of schools (by location) with clean water from drinking fountains



Number and distribution of schools with Community School Coordinators, active School Wellness Teams, or productive gardens, with a goal of 100 percent by 2025



Number of free meals at City Schools including school breakfast and lunch and after-school and summer meals





community: **Waste and Recycling**

A clean city is more sustainable — and can generate economic benefits for all.



THE BIG PICTURE

The best way to prevent waste is by buying less, reusing what you have, and then recycling and composting, a concept known as “zero waste.”¹ This concept is increasingly guiding cities and individuals to limit the amount of waste going to landfills and incinerators—which are expensive, contribute to environmental degradation, and are disproportionately located near low-income neighborhoods affecting people of color. They compound existing health risks and negatively influence property values. Above and beyond reducing landfill strain, zero waste is an approach that can help keep money in your pocket and support local, resilient economies: Composting programs, creative deconstruction of buildings and salvage, and reuse of wasted materials create jobs—and literally turn waste into community wealth.

“**I pick up garbage ... I call the city about illegal dumping.**”

- Longtime Brooklyn resident takes action for a cleaner Baltimore



IN BALTIMORE

Baltimore is working to become a cleaner city while reducing landfill and incineration waste.

In striving for zero waste, we can revitalize our neighborhoods by reducing our consumption, repurposing our purchases instead of throwing them away, and building our local, green economy. For example, the Camp Small project, part of the Waste to Wealth initiative, repurposes City wood waste (from fallen trees) by diverting it from landfills and incineration while reducing expenses and creating jobs. And, as the City removes vacant, blighted buildings, deconstruction contracts have been incorporated into the process.

Citywide mechanical street sweeping has led to more streets swept and more tons of trash collected, reducing the trash in our streets and the Harbor. Professor, Captain, and Mr. Trash Wheel have collected 1,100 tons of trash in the Harbor since 2014. Non-recyclable materials like plastic bags, polystyrene containers, and beverage containers make up as much as half of the litter polluting local streets and waterways. In 2018, the City Council passed a ban on polystyrene containers for carryout food and drinks by a unanimous vote, and the Baltimore City Public School Board voted to phase out Styrofoam trays from school cafeterias in favor of compostable trays.

As we continue to strive for less waste, our thinking is shifting from waste as a liability to waste as an asset; a way to create good paying, local jobs tied to a workforce development pipeline. Our long-term goal is a clean, zero-waste city.

FAST FACT:

After the City distributed free, rodent-resistant trash cans to all households, requests for rat extermination decreased by nearly 34 percent.



Office of Sustainability mascot, Turtle.



STRATEGIES & ACTION

1. Increase the amount of trash that is diverted from the landfill and incinerator to recycling programs.

Action 1:

Provide free recycling bins to all Baltimore residents; increase commercial recycling; conduct continuous, deep engagement on what can be recycled.

Action 2:

Launch an anti-litter, pro-recycling campaign. Use positive, actionable messages, ensuring racially and ethnically diverse materials are provided, along with additional support and infrastructure to communities most impacted by trash and litter.

Action 3:

Create and implement a plan to achieve zero waste, meaning we "are working toward or diverting over 90 percent of our discards from landfilling or incineration." Ensure extensive outreach and a plan that addresses the needs of the entire population.

2. Expand Baltimore's Waste to Wealth initiative.

Action 1:

Implement the City's Food Waste and Recovery Strategy to build community, create jobs, and increase the resilience of our city.

Action 2:

Site a local composting facility to build the city's capacity to accept food and yard waste while creating local jobs; work with communities to ensure placement does not exacerbate conditions in underinvested neighborhoods.

Action 3:

Investigate revising codes and/or creating ordinances to eliminate waste and maximize reuse of deconstructed building materials, etc. Establish reuse businesses along with marketplaces for selling products, located strategically to ensure access for the entire population. Require these businesses to employ local unemployed or underemployed residents.



1. Communities that divert 90 percent of all their discarded materials from landfills, incinerators and the environment would be considered Zero Waste communities. <http://zwia.org/standards/zero-is-zero/>

Action 4:

Create a revolving loan fund for investment in recycling and composting infrastructure and loans for companies that address infrastructure.

3. Pursue legislative and policy changes to reduce the waste stream.

Action 1:

Enact legislation to impose a fee for plastic bags, and support state legislation instituting beverage container deposits.

Action 2:

Create a City government procurement committee that incentivizes source reduction, efficiencies, the purchase of goods that have longer life spans, and purchases from local businesses.

Action 3:

Develop a plan for a “Save As You Throw” program to reduce waste that is landfilled or burned; incentivize reductions in the amount of household garbage placed on the curb using coupons or vouchers (recycling would remain free of charge). Ensure early and ongoing input from communities, communicate about the program with racially and ethnically diverse materials, and include provisions for neighborhoods with high litter and trash rates.



Photo Credit: Waterfront Partnership of Baltimore

how we'll measure success:



Tons of waste per capita sent to landfill and incinerator (including ash)



Amount of trash collected by the trash wheels and supplemental sanitation service programs



Number of businesses created in recovery and re-use of waste



Achieve a residential recycling rate of 50 percent by 2025

IT'S JUST A LITTLE...

BUTT Think Twice.

BUTTS ARE THE MOST LITTERED ITEM ON THE PLANET



**BALTIMORE
TRASH
TALK**

AT LEAST **1/3** OF THE **360 BILLION** CIGARETTES
SOLD YEARLY IN THE U.S. ARE **FLICKED ON THE GROUND.**



community: *Urban Agriculture*

A city where communities that have been historically excluded from access to land and to fresh, healthy, culturally-appropriate foods are those that benefit most from urban agriculture opportunities.



THE BIG PICTURE

Urban agriculture can happen in backyards and school gardens, in hydroponic and aquaculture settings, in edible landscapes and farms. It can also include non-food activities (like flower farming) and farming with small animals, such as chickens. Through urban agriculture, people are finding ways to take charge of local food production, increase their connection to the source of their food, and to create jobs—especially for those returning from incarceration, with limited language proficiency, or otherwise facing barriers in the traditional workforce. Urban farming and gardening also create holistic benefits for the community through nutrition education, natural ecosystem enhancement, and increased neighborhood vitality. See the “Food Systems” chapter for other food-related strategies.



I have seen my family through times of unemployment by growing beans, greens and squash. I've grown in my own yard, friends, family, and neighbors' yards, and vacant lots.



- Resident of Oliver



IN BALTIMORE

Urban agriculture can increase social capital, community well-being, and engagement in the food system.

Truly innovative urban agriculture models are thriving in Baltimore on many scales. There are more than 100 community and school gardens, as well as more than 20 urban farms; strong progressive organizations are working to support these urban producers. Baltimore's 2013 Urban Agriculture Plan guides the continued improvement and implementation of policies, and many organizations and individuals are critical in advancing the practice of for-profit, non-profit, and subsistence agriculture activities.

African Americans and other historically oppressed groups have been systematically stripped of opportunities for land and property ownership. Baltimore is committed to prioritizing opportunities for long-term urban agriculture activities by and

in historically disinvested communities. Continuing these efforts is vital for a more equitable Baltimore. Urban agriculture continues to offer innovative solutions to our city's interconnected food, workforce, and environmental challenges.

FAST FACT:

There are more than 20 urban farms in Baltimore, producing everything from fruit to vegetables to fresh-cut flowers to native plants for local landscaping.



STRATEGIES & ACTION

1. Create agriculture land-use policies that encourage urban farms and local food production.

Action 1:

In partnership with urban agriculture practitioners, develop site criteria for identifying City-owned land that may be suitable for farming. Encourage private and institutional landholders to similarly establish agricultural space (both indoor and outdoor).

Action 2:

Protect and support existing farms, ensuring that City-owned land and vacant lots currently being used for urban agriculture are protected in the long-term. Amend local and state policies and requirements to make existing programs and incentives more appropriate to urban agriculture operations.

Action 3:

Create better defined and supported pathways to ownership, and offer incremental opportunities to guarantee long-term land tenure and/or ownership of agricultural spaces, such as “lease to purchase” and other models. Also support the expansion of community-based land trusts intended to give low-income neighborhoods control of their own food production.

2. Ensure farmers and gardeners can produce food, flowers, fiber, and fuel in ways that are safe, environmentally sustainable, and socially responsible—and educate residents on opportunities to support and engage with them.

Action 1:

Connect growers (both new and experienced) to educational resources and training, such as Good Agricultural Practices certification, pollinator-friendly defined integrated pest management, and organic farming. This can be achieved by supporting and developing partnerships. Also, incorporate educational opportunities into land-leasing programs, and support a new farm “incubator.”

Action 2:

Support existing social networks and non-profits of growers, and integrate partners into city-level decision-making processes. Create a centralized, searchable, public database of urban agricultural sites and projects, so that growers can connect to one another and share skills, expertise, and equipment. The database would also allow the city to collect data on food and farm production, to better understand the impacts of urban agriculture.

Action 3:

Improve strategies for engaging communities in urban agriculture projects. Develop a public awareness campaign to inform residents about existing urban agriculture and encourage residents to purchase and eat local farm products. Create guides or otherwise assist residents in understanding, participating in, and accessing opportunities and programs. Ensure opportunities and supports are delivered in a culturally competent manner and made available specifically to residents that may face high barriers to participate in urban agriculture.



Photo Credit: Denzel Mitchell

3. Support growers to create financially viable urban agriculture

Action 1:

Create and expand City programs, and connect more growers to public, private, and philanthropic programs and incentives, to increase and improve their production and economic viability. Resources could include water, equipment, hoop houses, compost, and transportation, as well as infrastructure for production in non-soil environments, such as hydroponics.

Action 2:

Support aggregation among small farms. Build stronger urban-rural linkages to develop agricultural aggregation opportunities for diverse growers and markets. Aggregation helps small farms combine their products to serve the needs of larger buyers and institutional markets such as schools, hospitals, and universities.

Action 3:

Increase demand for locally grown products. Foster demand and facilitate the sale of urban-produced food and products at a variety of markets, such as farmers markets, farm stands, CSAs, public markets, and corner stores. Especially focus on markets that may provide additional social, cultural, or economic benefits, and especially in neighborhoods where food access and other equity indicators are low.



Photo Credit: Great Kids Farm

how we'll measure success:



Number and location of projects and amount of land used for urban agriculture



Number and location of growers (both new and experienced) as well as number of residents participating in educational opportunities



Improvements in overall agricultural infrastructure available to urban growers of historically disinvested communities



Photo Credit: Real Food Farm, a program of Civic Works



Photo Credit: Real Food Farm, a program of Civic Works